Section I: District Learning Technology Plan:

Regional School Unit 1

Date Approved by School Committee: June 27, 2016

Plan Authors and Technology Committee Participants
(their efforts form the basis for our plan):
Joel Austin, Bath Regional Career and Technical Center Director
Ross Berkowitz, Fisher Mitchell School Principal, and Parent
Jeff DeRosa, Morse High School Teacher
Emily Dittmann, Bath Regional Career and Technical Center Teacher
Dean Emmerson, Technology Director, and Parent
Matt Frey-Davis, Student Information Systems Coordinator
Amy Gerrish, Fisher Mitchell School Teacher
Lawrence Kovacs, District Gifted and Talented Teacher, and Parent
Abby Luchies, Woolwich Central School Librarian, and Parent
Brent Luchies, Bath Middle School Teacher, and Parent
Mary Moran, Woolwich Central School Teacher
Amanda Nalls, Morse High School Guidance Counselor
Carolyn Nichols, Morse High School Teacher
Laura Phelps, Phippsburg Elementary School Librarian
Don Seymour, Bath Middle School Teacher

Schools Affected by the Plan:
Bath Middle School
Bath Regional Career and Technical Center
Dike Newell School
Fisher Mitchell School
Morse High School
Phippsburg Elementary School
Woolwich Central School

Section II: Shared Vision for Learning:

Below is our

   □   Shared Vision for Learning

"'Technology opens doors to the world for seamless access to learning, critical thinking, research, and communication to meet the emerging opportunities of the 21st century.'"

Periodically, the Technology Committee, Administrative Team, and community engage in a visioning activity that asks participants to imagine what learning and education may look like in the future. *"If you were to look through the window of a classroom in the future (or other learning environment) what would you see? How would the room be organized, and what would students be doing? What would the teacher be doing, and what would be the role of the administrator and parents?"* In some years the participants are asked to write down their responses, in others they are asked to draw them, and, sometimes, they are asked to use just three words to describe this learning. What is most interesting about the activity, which we have been practicing since our first Technology In Education Night in 2002, is the consistency in the responses across all stakeholder groups. Common themes include:

Individualized Learning
   ● Students will have more of a role in determining the content and skills they learn.
   ● Education will prepare students to be flexible.
   ● Evaluation of data and mastery of standards will guide differentiated instruction.
   ● Performance Based Learning will lead to multiple pathways to demonstrate proficiency.
   ● Devices will become more diverse, with students using whichever devices meet their needs.

Changing Roles
   ● The role of teachers will evolve from providing all content, to guiding and coaching, to facilitating learning.
   ● Students will make more decisions about their own learning.
   ● There will need to be a balance between the use of technology for learning outside of school, and the need for direct personal interaction.
   ● Learning will take place at or through schools, but schools will be one of many resources for learning available to students.

Connected
- Learning will occur anywhere, and at nearly any time.
- Students will remain connected to their learning and to their community through the pervasive use of technology in their lives.
- Technology will become fully integrated into all aspects of their lives.
- Data will be stored in a manner that remains accessible anywhere that a connection to the Internet exists, and from multiple devices.

This district visioning work, which we revisit frequently, reflects the concepts of students learning in various locations and modalities, being connected to learning wherever they may be, using whichever devices/resources are available, demonstrating competencies in a variety of methods, students having more choices about what and how they learn, and with teachers moving towards the role of coaching and guiding; these concepts align with, and support, proficiency based learning.

Section III: Shared Leadership:

Regional School Unit #1 (RSU1) recognizes that community involvement is vital to our students being successful. As such, the Vision for Learning and supporting technology plan will reflect the values and needs of the students, staff and residents of Arrowsic, Bath, Phippsburg, and Woolwich. Opportunities for stakeholder participation include:

Shared Leadership in planning

- The District Technology Committee, which is composed of teachers, administrators, community members and parents, meets to review and showcase examples of learning throughout RSU1. This committee provides guidance in the planning of technology initiatives, technology related policies and guidelines, and associated professional development. The work of the District Technology Committee forms the basis of the District Technology Plan. This review and amendment of the technology plan reflects the changing values and needs of the community; responds to the requirements and recommendations of the State Department of Education; and strives to meet the needs of students and faculty.
- Periodically, but at least once each year, the Technology Director provides to the RSU1 Administrative team an update on the priorities and initiatives recommended by the District Technology Committee.
- Additional efforts continue to be made to engage the community in dialogue about safe and effective computer technology use in education. These efforts have included meeting with the Parent Teacher Student Associations, articles in local newspapers and school newsletters, committee work, and participation in online discussions through forums and blogs.

Shared Leadership exemplars that reflect the district's Vision for Learning

- RSU1 created a technology in education showcase in 2016, which was organized in conjunction with the district's annual State of the Schools presentation. This annual reporting out of the school and district performance, initiatives, and other highlights was a terrific opportunity to demonstrate to the community how students are learning, and the role of technology in that learning. This was very well attended and will be continued in future years.
- Staff are invited to share samples of student work that demonstrates the effective use of technology in learning. These samples can be shown at committee meetings, staff meetings, Late Start Wednesdays, and professional development days, and shared via Google Drive.

- Students create videos and audio recordings to demonstrate understanding, and for presentations and competitions. One way to showcase this student work is to plan a RSU1 screening. This would be held in Montgomery Theater, at Morse High School, and the community invited to share in the viewing and listening.

Shared Leadership in improving communication with the RSU1 community

- Classroom and school newsletters will be published and updated regularly on school websites, as well as sent to parents and community members via email.
- Student work (with permissions) will be published on school websites.
- The student information system Infinite Campus (IC) will serve as a portal for parents to gather information about their child's educational experience in RSU1
- School websites will be linked to relevant community, local and global websites offering resources of value to RSU1 families and community.
- RSU1 will continue to use social media tools to engage the community.
- Curriculum support will be provided to families via teacher web sites, blogs, wikis and other online tools.
- RSU1 uses SchoolMessenger, a broadcast voice, email, text, and social media distribution system to engage the RSU1 community. SchoolMessenger is used to improve communication with parents and community members about events, important notices, safety announcements, and opportunities of interest to the RSU1 community.

Shared Leadership in policy making and review

- Parents, staff and board members serve on the RSU1 Policy Committee to review and provide feedback on all technology and learning related policies. These policies are shared and discussed at stated board meetings to which the public is welcome.
- The RSU1 Acceptable Use Policy (AUP), Student Computer and Internet Policy, and Permission to Publish on the Web forms will be distributed to each student to be read and reviewed with parents, and returned to school with a signature.
- Staff and building administrators will provide an MLTI parent night to introduce parents to technology resources, best practices, safe computing practices, and to answer parent questions about the use of technology in learning, and safe computing practices. The Acceptable Use Policy (AUP), Student Computer and Internet Policy, and Permission to Publish on the Web policies will be reviewed as part of this event.

Shared Leadership in responsible use of technology

- Parents will be invited to participate in Digital Citizenship/Internet Safety nights, recently organized by school PTAs. These evenings bring together district administrators and staff, law enforcement, community organizations, and parents to discuss technology use and safety, and to answer questions.
- RSU1 recently brought together a pilot group of school counselors, teachers, administrators and parents for a viewing of the new documentary, Screenagers. This documentary about the use of technology in our society, in education, and the safe use of technology, has been met with critical approval across the nation, and our own group supports the viewing of the movie with students and community beginning in the 2016-17 school year.

Shared Leadership for planning professional learning opportunities

- Technology integration will be represented during curriculum meetings to help identify where technology can enhance and deepen learning within content areas.
- Technology integration will be represented during school and district-wide professional development committee meetings and planning.
- RSU1 is currently planning to offer a series of technology in learning cohorts for staff, in which teachers, administrators and education technicians can work with a group to explore the use of a specific technology, or application of technology, over the course of a semester or year. The instruction for this would be provided by district technology leaders (integrator, teachers, technical staff) with time during sessions for planning, reporting out on how these resources worked, peer sharing, and feedback.
- Each year teachers and administrators offer training sessions for the RSU1 Summer Tech Institute. This series of classes, usually offered over three days in the summer, brings staff together to learn and share in a relaxed and collegial atmosphere.
- RSU1 uses surveys of staff to identify prefered times and formats for training, as well as to suggest topics. This information is then incorporated into professional development opportunities.
- Each year RSU1 funds professional development opportunities for staff to attend state and national conferences, such as MainEducation, Florida Education Technology Conference, Texas Computer Education Association, Technology and Learning, Learning and the Brain, and others. Staff attending these sessions meet with the participating group every day to discuss the sessions attended, and how those materials can be shared throughout the district. Participants post blog entries about the sessions at the RSU1 PD Blog. Finally, participants offer sessions at the RSU1 Summer Technology Institute on the subjects that they attended.

Section IV: District Learning Technology Data and Action Plan:

Over the last several years, the District Technology Committee has been working through a series of action steps to help improve access to technology, and the use of technology in learning for the teachers and students of RSU1. Last year, in 2015, the committee reviewed the progress towards those action steps, and was pleased to note that the list could be reduced to four steps remaining, which focused on the effective integration of technology in learning, the responsible use of technology, and the goals making and professional development necessary to support those efforts.

<div align="center">

RSU1 Technology Committee

Revised Action Steps 2015

</div>

<Excerpt from the RSU1 Technology Plan, ending 2016>
Goal: "Articulate specific goals, aligned with the Maine Learning Results, and Common Core, for using advanced technology to improve student academic achievement."

RSU1 will work to create a sophisticated learning environment composed of technically literate faculty and students. RSU1 will work to become a place where people are excited by what they can do with technology; where the learning experiences are the source of conversation and energy, not the computers and associated devices themselves.

Technology in education has moved beyond the purchase of devices and their basic use, towards a richer discussion about the possibilities such resources provide. Technology is presenting more interesting and rewarding experiences. Such a learning environment, a community of people teaching and learning, in which the technology enhances and improves the effectiveness of education, would represent the successful integration of technology into curriculum, and into the fabric of everyday life. Technology purchases and personnel resources should support the needs of the curriculum and Common Core. <end excerpt>

In order to accomplish these goals, the Technology Committee recommends a cohesive effort across the district to integrate technology with curriculum, meetings, staff development, and our goals and review processes. In this way we can develop a common language, skills for staff and students across content areas and grade levels, and build a community in which teaching and learning effectively utilizes technology in meaningful ways.

ACTION STEPS

1 (7).   Invite dialogue with the administrative team about adding a technology component to the evaluation system and the building/professional goal system.

2 (1).   Regular, relevant, scaffolded, sustained staff development that is differentiated and applicable to all.
   ○ LSW
   ○ Professional development days
   ○ Staff meetings
   ○ Release time
   ○ Summer technology institute

3 (2).   Administrators will model up-to-date technology tools (e.g Google Drive, calendars, etc) at staff meetings and in their communications, etc.

4 (11). Institute a culture of digital citizenship amongst administrators, teachers, students and families.

REVISED: 5/6/2015

Please note that numbers in () reference the previous Action Step identifier, when there were eleven Action Steps.

RSU1 Technology Committee
Integration Planning Supporting Ideas for Revised Action Steps 2015

Professional and Building Goals

Identify one 21st Century/Technology building goal.

Identify one personal professional goal that includes a specific 21st Century/Technology.

Consider the adoption of a single common goal across the district.

Observation and Evaluation

Include effective and meaningful technology use in the observation and evaluation models for all staff, where applicable.

Meeting Times

Start each staff meeting with 3-5 minutes of sharing out about how students have used technology in their classes to highlight the successes and share developing skills.

Devote one LSW per month to learning/instruction that is supported by technology, to include demonstration and hands on of new skills, resources, or new applications of existing technology skills and resources.

Use a reporting out tool to structure use and conversation about technology in the classroom.

Possible Focus Areas for Professional Development

1. Recorded Audio and Video- accessible to all grade levels, applicable to all grade levels and all content areas. Audio and video increases engagement and allows for creative and technical expression. Many of these technology rich projects and experiences can be used to support the Lucy Calkins work already being done.
   a. Examples of available Audio/Video tools
      i. GarageBand
      ii. iMovie
      iii. Stop-Action Animation
      iv. Other
2. Workflow and Sharing student work with teachers, parents and community
   a. Drive, Dropbox, Classroom, YouTube, SoundCloud, Other
3. Productivity and Communications Tools
   a. Google Drive (Docs, Sheets, Slides, Gmail, Calendar)
4. Digital Citizenship, Internet Safety and living in a digital age
   a. iC3 Certification
   b. ISTE standards

c. CommonSenseMedia.org curriculum
d. other

Staff should bring curriculum materials to all technology and curriculum related professional development so they can use the time to integrate/embed technology into practice. Time should be built into subsequent meetings with peers for conversation and reflection on the experience.

Technology should be a part of the process in the development of curriculum, with a technology point person working with each curriculum group as needed.
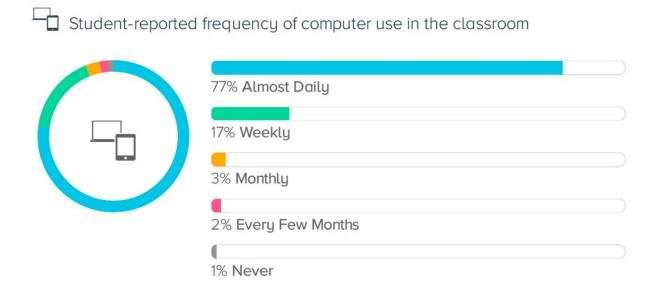
Section IV Continued: BrightBytes and the District Learning Technology Data and Action Plan:

BrightBytes is the data collection tool provided to schools throughout Maine that are participating in the Maine Learning Technology Initiative. The BrightBytes survey covers four areas; Classroom, Access, Skills, and Environment. The Classroom reflects the use of technology in the classroom and day to day learning. Access refers to the ease with which technology resources are made available to students and teachers. Skills refers to the familiarity and facility of staff and students with foundational technology related functions, online uses, and multimedia. Environment refers to the policies, procedures and practices, support, professional development, and beliefs about the role of technology in learning.
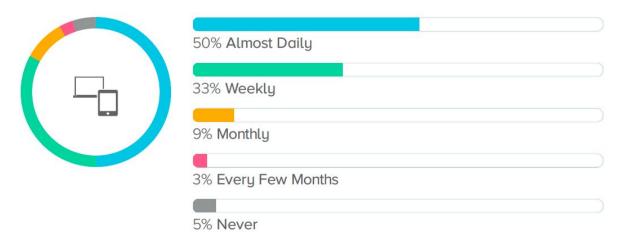
According to the BrightBytes survey, schools in RSU1 are making progress, and rate as Proficient in the overall score for the district. The district scores "Exemplary" in the area of access to devices and technology resources, "Advanced" in the level of teacher and student technology skills, "Proficient" in the overall learning environment, and "Emerging" in the use of technology in the classroom.

It should be noted that these survey results were released in Spring 2016, along with the new technology plan requirements of the Maine Department of Education. It will be the work of the District Technology Committee to review these results and the accompanying recommendations provided by the BrightBytes survey, and compare them to the efforts and priorities already underway. This will guide much of work for the District Technology Committee for the 2016-17 school year, and beyond.

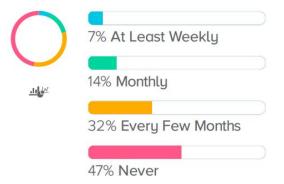**Section IV, Part A: Student Learning & Teacher Practice**

Results of the Data

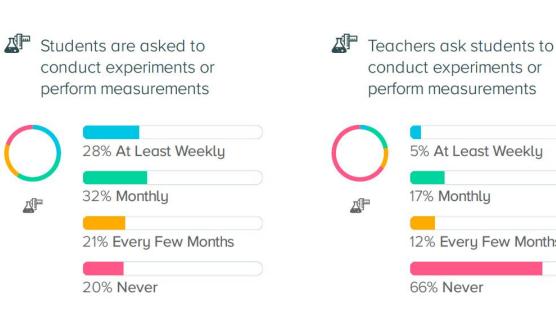Student-reported frequency of computer use in the classroom

77% Almost Daily

17% Weekly

3% Monthly

2% Every Few Months

1% Never

Teacher-reported frequency of student computer use in the classroom

50% Almost Daily

33% Weekly

9% Monthly

3% Every Few Months

5% Never

Students are asked to collect and analyze data

42% At Least Weekly

28% Monthly

20% Every Few Months

10% Never

Teachers ask students to collect and analyze data

7% At Least Weekly

14% Monthly

32% Every Few Months

47% Never

Students are asked to conduct experiments or perform measurements

28% At Least Weekly

32% Monthly

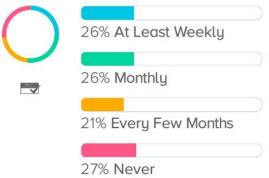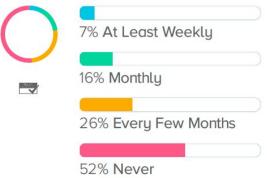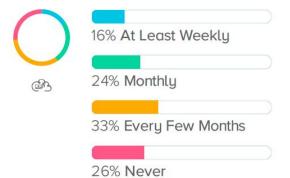21% Every Few Months

20% Never

Teachers ask students to conduct experiments or perform measurements

5% At Least Weekly

17% Monthly

12% Every Few Months

66% Never

Students are asked to identify and solve authentic problems

26% At Least Weekly

26% Monthly

21% Every Few Months

27% Never

Teachers ask students to identify and solve authentic problems
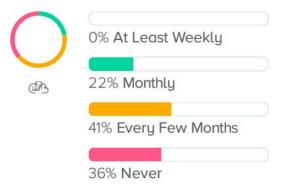
7% At Least Weekly

16% Monthly

26% Every Few Months

52% Never

Students are asked to create and upload art, music, movies, or webcasts

16% At Least Weekly

24% Monthly

33% Every Few Months

26% Never

Teachers ask students to create and upload art, music, movies, or webcasts

0% At Least Weekly

22% Monthly

41% Every Few Months

36% Never
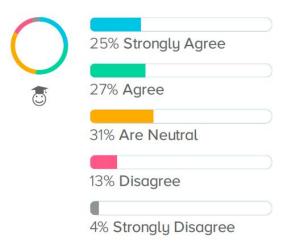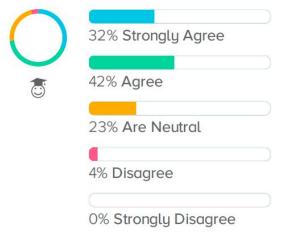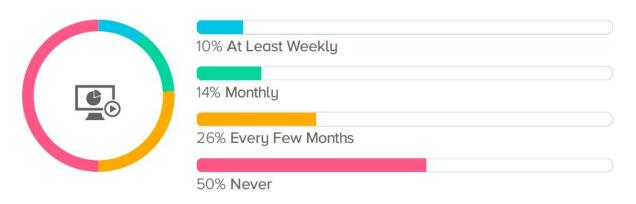
Students think learning is more engaging when using technology

25% Strongly Agree

27% Agree

31% Are Neutral

13% Disagree

4% Strongly Disagree
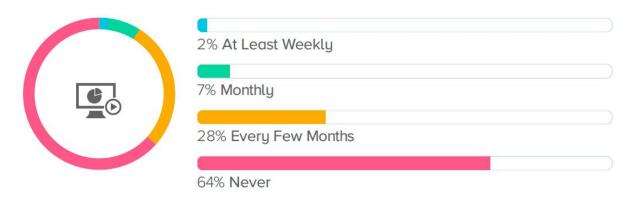
Teachers think learning is more engaging when using technology

32% Strongly Agree

42% Agree

23% Are Neutral

4% Disagree

0% Strongly Disagree

Students are asked to create animations, demonstrations, models, or simulations

10% At Least Weekly

14% Monthly

26% Every Few Months

50% Never

Teachers ask students to create animations, demonstrations, models, or simulations

2% At Least Weekly

7% Monthly

28% Every Few Months

64% Never
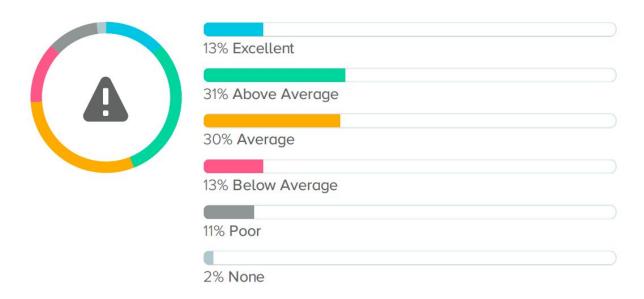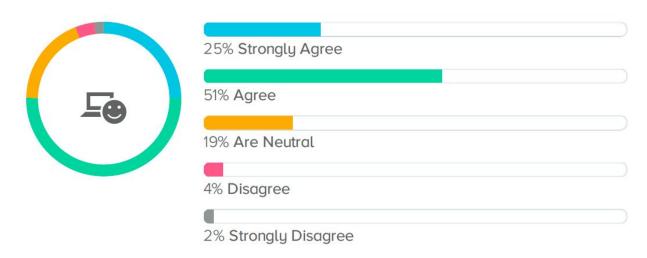
⚠️ Teachers report that the quality of support for problems disrupting instruction is

13% Excellent

31% Above Average

30% Average

13% Below Average

11% Poor

2% None

💻😊 Teachers believe that computers and technology enhance daily life

25% Strongly Agree

51% Agree

19% Are Neutral

4% Disagree

2% Strongly Disagree

Implications for Student Learning & Teacher Practice

Teachers and students report a high frequency of technology use in the classroom, and are generally in agreement that technology increases the level of engagement in learning. It is interesting to note that teachers and students have a different perspective regarding technology use for modeling, analysis, and simulations, with students believing that they commonly perform that type of work, but teachers reporting that they do not ask students to perform that work. Both groups report that they do not create multimedia projects for learning. This last is surprising as teachers rate their own skills using multimedia highly, students commonly have these skills, and the iPad is a device that lends itself to multimedia creation . It would appear that it is not an issue of knowing how to capture audio and video, but of understanding when it might be a more effective means of demonstrating learning. Another possibility is that teachers do not feel that they have sufficient support available to them during instruction to undertake a project such as movie making.
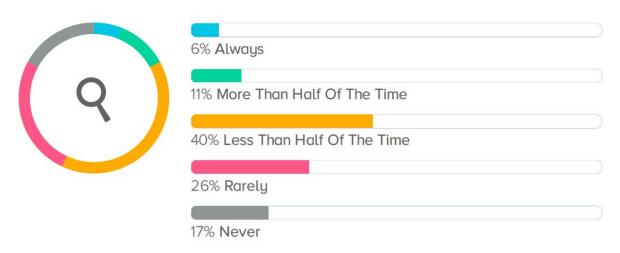
It should be noted that these survey results were released in Spring 2016, along with the new technology plan requirements of the Maine Department of Education. It will be the work of the District Technology Committee to review these results and the accompanying recommendations provided by the BrightBytes survey, and compare them to the efforts and priorities already underway. This will guide much of work for the District Technology Committee for the 2016-17 school year, and beyond.

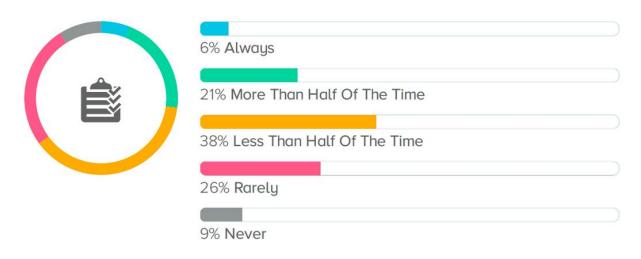| Interventions and Next Steps	Person/Position Responsible	Timeline
Provide the BrightBytes survey results to the District Technology Committee to review with constituent groups, analyze results, prioritize needs, and propose next steps.	Administrative Team, District Technology Committee	2016-17, and ongoing
Review the results of the BrightBytes survey and compare to current technology and learning efforts.	District Technology Committee, Administrative Team	2016-2017, and ongoing
Help teachers navigate their changing roles.	Administrative Team, Technology Integrator, Technology Team, Professional Development Planning Committee	2016-2017, and ongoing

Explore and expand the use of multimedia and "movie making" in education. Identify the barriers to adoption and address them.	Technology Integrator, Technology Team, Professional Development Planning Committee	2016-2017, and ongoing
Recognize the benefits of multimedia skills	Technology Integrator, Technology Team, Professional Development Planning Committee, Administrative Team	2016-2017, and ongoing
Use multimedia to build community; showcase student multimedia projects on web pages and social media, host a RSU1 multimedia screening for the community, expand the use of multimedia as a method of communicating with the community	Technology Director, Technology Team, District Technology Committee	2016-2017, and ongoing

Section IV, Part B: Leadership for Learning Through Technology

Results of the Data

Teachers discuss technology use during classroom observations or visits

6% Always

11% More Than Half Of The Time

40% Less Than Half Of The Time

26% Rarely

17% Never
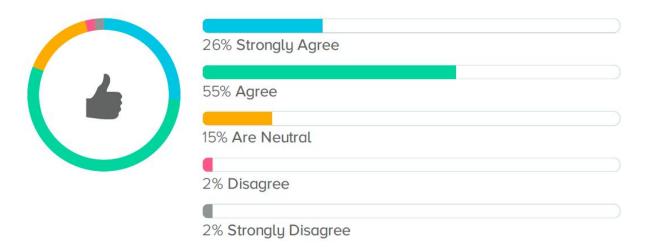
Teachers discuss technology use during evaluations
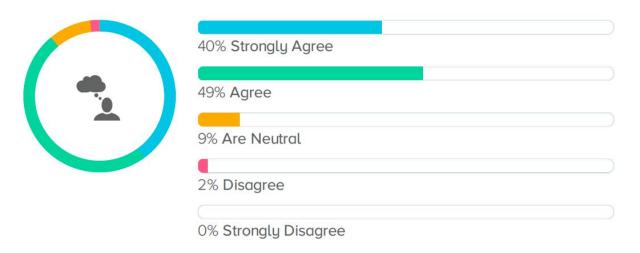
6% Always

21% More Than Half Of The Time

38% Less Than Half Of The Time

26% Rarely

9% Never

👍 Teachers believe the school encourages technology use for teaching and learning

26% Strongly Agree

55% Agree

15% Are Neutral

2% Disagree

2% Strongly Disagree
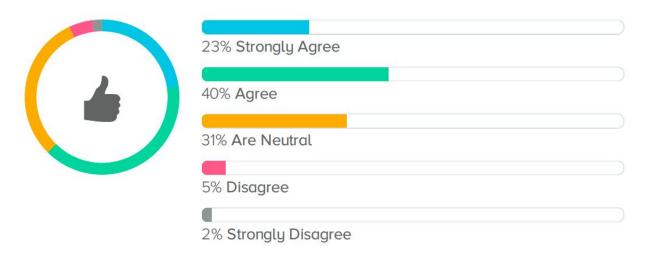
🧑‍💭 Teachers want to learn more about effective technology use for teaching and learning
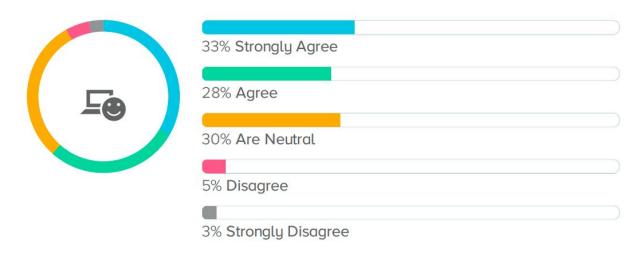
40% Strongly Agree

49% Agree

9% Are Neutral

2% Disagree

0% Strongly Disagree

👍 Students believe the school encourages technology use for teaching and learning

23% Strongly Agree

40% Agree

31% Are Neutral

5% Disagree

2% Strongly Disagree

🖥️😊 Students believe technology use in class can enhance learning

33% Strongly Agree

28% Agree

30% Are Neutral

5% Disagree

3% Strongly Disagree

Implications for Leadership for Learning Through Technology

The results in this section of the survey indicate that teachers value technology, believe that their schools encourage teachers to use technology in learning, and that teachers want to learn more about the use of technology in learning. The report indicates that students generally feel that the schools encourage technology in learning, and that technology in learning can be a benefit.

The results in this section also indicate that teachers and administrators rarely include technology as part of the observation and evaluation system. This is a topic that the District Technology Committee has discussed at length, and has developed proposals to help integrate technology into teaching and learning.

It should be noted that these survey results were released in Spring 2016, along with the new technology plan requirements of the Maine Department of Education. It will be the work of the District Technology Committee to review these results and the accompanying recommendations provided by the BrightBytes survey, and compare them to the efforts and priorities already underway. This will guide much of work for the District Technology Committee for the 2016-17 school year, and beyond.

Interventions and Next Steps	Person/Position Responsible	Timeline
Provide the BrightBytes survey results to the District Technology Committee to review with constituent groups, analyze results, prioritize needs, and propose next steps.	Administrative Team, District Technology Committee	2016-17, and ongoing
Identify one building goal and one personal professional goal that includes a specific 21st Century/Technology. Consider the adoption of a single common goal across the district.	Administrative Team	2016-17
Include effective and meaningful technology use in the observation and evaluation	Administrative Team	2016-17
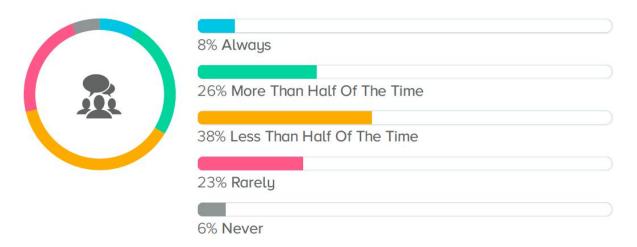
models for all staff, where applicable.		
Increase awareness and stimulate discussion of effective technology in learning by showcasing examples of student work during staff meetings, Late Start Wednesdays, professional development days, release time, and the annual RSU1 Summer Technology Institute.	Administrative Team, Building Leadership Teams, Department Head Teams, District Technology Committee	2016-17, and ongoing

Section IV, Part C: Professional Learning
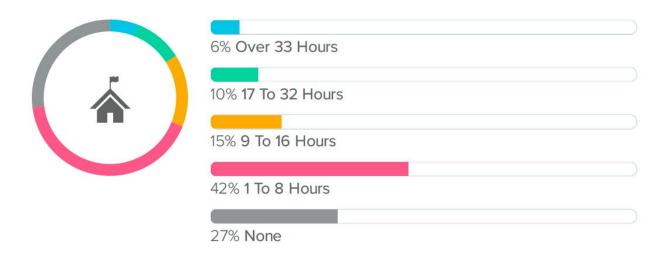
Results of the Data
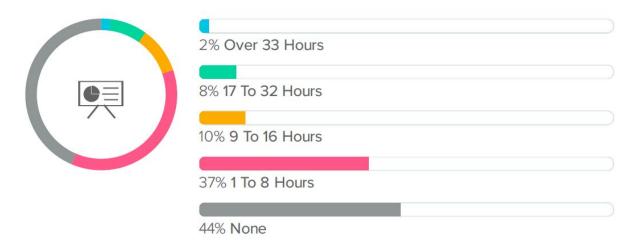
Teachers discuss technology use during department or grade-level team meetings

8% Always

26% More Than Half Of The Time

38% Less Than Half Of The Time

23% Rarely

6% Never
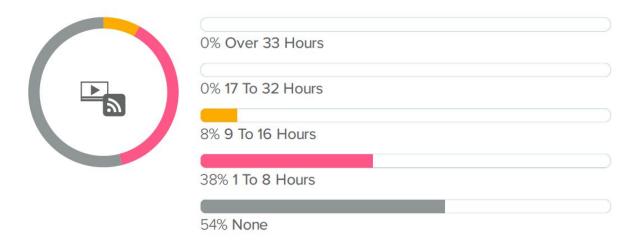
Teacher-reported time spent per year participating in school-sponsored PD

6% Over 33 Hours

10% 17 To 32 Hours

15% 9 To 16 Hours

42% 1 To 8 Hours

27% None

Teacher-reported time spent per year participating in non-school-sponsored formal PD

2% Over 33 Hours

8% 17 To 32 Hours

10% 9 To 16 Hours

37% 1 To 8 Hours

44% None

Teacher-reported time spent per year participating in non-school-sponsored informal PD

0% Over 33 Hours

0% 17 To 32 Hours

8% 9 To 16 Hours

38% 1 To 8 Hours

54% None

Implications for Professional Learning

Professional Learning is an area where the BrightBytes survey suggests RSU1 is "emerging." This section of the report indicates that RSU1 teachers commonly participate in school sponsored professional development opportunities for between one and eight hours each year, in non-school sponsored professional development opportunities for between one and eight hours each year, and in non-school sponsored informal professional development opportunities for between one and eight hours each year. A significant percentage of teachers reported that they do not participate in technology related professional development.

The District Technology Committee has recommended that technology be integrated within curriculum work and professional development opportunities, rather than be treated as a separate subject. While this change has been slow, it has been steadily improving.

It should be noted that these survey results were released in Spring 2016, along with the new technology plan requirements of the Maine Department of Education. It will be the work of the District Technology Committee to review these results and the accompanying recommendations provided by the BrightBytes survey, and compare them to the efforts and priorities already underway. This will guide much of work for the District Technology Committee for the 2016-17 school year, and beyond.

Interventions and Next Steps	Person/Position Responsible	Timeline
Provide the BrightBytes survey results to the District Technology Committee to review with constituent groups, analyze results, prioritize needs, and propose next steps.	Administrative Team, District Technology Committee	2016-17, and ongoing
Work with the District Curriculum and Professional Development Committees to include technology in meaningful ways to deepen and enrich learning.	Assistant Superintendent, Technology Director, Technology Integrator, District Curriculum Committee Teams, District Professional Development Committees	2016-17, and ongoing
Create a website with links to podcasts for staff.	Technology Director, Technology Integrator, District Technology Committee	2016-17

Expand our video resource library.	Technology Integrator, Technology Team	2016-17, and ongoing
Support an online book club to demonstrate online community tools.		2016-17
Support principals with "flipping" their staff meetings to model new methods of delivering material and then using facetime for discussion and activities.	Technology Integrator, Technology Director, Administrative Team	2016-17
Develop technology cohorts for professional development. These small groups will work together over the course of a semester or year to learn a specific new skill or application of technology, try it in the classroom, share their experience with the cohort, modify, and try it again.	Technology Integrator, Technology Director, District Professional Development Committees, Technology Team	2016-17

Section IV, Part D: Learning-Focused Access
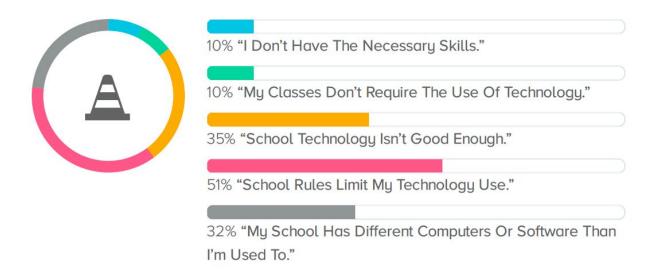
Results of the Data

The perceived quality of internet speed as reported by teachers is

31% Excellent

52% Above Average

17% Average

0% Below Average

0% Poor

0% N/A

Teachers report that school filters prevent access to websites needed for classes

28% Never

59% Rarely

7% Less Than Half Of The Time

4% More Than Half Of The Time

2% All Of The Time

Teachers report that the quality of support for hardware repair is

13% Excellent

26% Above Average

39% Average

6% Below Average

11% Poor

6% None

Students believe the following obstacles prevent their use of technology at school

10% "I Don't Have The Necessary Skills."

10% "My Classes Don't Require The Use Of Technology."

35% "School Technology Isn't Good Enough."

51% "School Rules Limit My Technology Use."

32% "My School Has Different Computers Or Software Than I'm Used To."

Implications for Learning-Focused Access

Over the last several years, RSU1 has continuously improved access to technology in and out of the classroom, and has updated the networking infrastructure to support learning. We now have new technology in primary roles arriving in our schools every four years, new supplemental technologies being added as they are requested and can be funded, and older devices and technology resources are being allocated to supplement technology access. This is an area in which RSU1 has made significant gains.

The District Technology Committee and Administrative Team have been engaged in planning and improving the support for teachers, through professional development opportunities, and the recent funding by the Board of Education for a Technology Integrator position. Improving support for teachers and students is necessary in order for RSU1 teachers and students to benefit as they move from the basic levels of technology use, into more meaningful, creative and effective uses.

It should be noted that these survey results were released in Spring 2016, along with the new technology plan requirements of the Maine Department of Education. It will be the work of the District Technology Committee to review these results and the accompanying recommendations provided by the BrightBytes survey, and compare them to the efforts and priorities already underway. This will guide much of work for the District Technology Committee for the 2016-17 school year, and beyond.

Interventions and Next Steps	Person/Position Responsible	Timeline
Provide the BrightBytes survey results to the District Technology Committee to review with constituent groups, analyze results, prioritize needs, and propose next steps.	Administrative Team, District Technology Committee	2016-17, and ongoing
Introduce peer partners pilot to improve confidence in technology, matching someone who is more comfortable with technology with someone who needs more support.	Administrative Team, Teacher Volunteers	2016-17
Allow time for teachers to explore technologies.	Administrative Team	2016-17, and ongoing
Create a "tech squad" of students who can help teachers and one another with technology questions.	Technology Team, Technology Integrator, Building Principals	2016-17, and ongoing
Fund the Technology Integrator position to provide direct support to teachers wishing to make more effective use of technology in learning.	Administrative Team, Board of Education, RSU1 Community	2016-17, and ongoing

Section V: Responsible Use:

Firewall/Filtering: Firewall/filter services are provided by the Fortigate appliance provided by RSU1. The Fortigate provides firewall, Virtual Private Networking (VPN) and filtering. The Fortigate protects the computer network from unauthorized users, and provides filtering by maintaining a database of sites on the Internet. The local parameters for filtering are provided by subdomain. RSU1 has the ability to allow access to blocked Internet addresses if the content is appropriate.

Policies and Safety: Policies related to technology use (such as the Acceptable Use Policy, Use of Student Images and Work, Social Media Use, and others) and student and staff safety (as well as compliance with CIPA and CIPA II) require regular review and revision. This policy work is undertaken by the Policy Committee, which is comprised of board members, administrators, and parents. In addition, policies are brought to the full board for comment and revision, and the community is invited to participate in the board meetings. Parent and community involvement is encouraged through open communication, MLTI parent meetings, Internet Safety Parent Nights, and other feedback opportunities.

Schools within RSU1 address issues of safe computing through presentations, guest speakers, and the implementation of the Common Sense Media curriculum for safe computing. The importance of educating students on the safe use of Internet resources, and of protecting their privacy and personal digital footprint, is addressed multiple times at all schools. Examples have included presentations by local organizations with expertise in internet safety and abuse, by law enforcement, and through programs such as Freshmen Awareness.

The table below notes many of the interventions used by RSU1 to communicate with parents and educate students about safe Internet usage. All teachers elementary grades discuss Internet safety and classroom protocols at the start of the school year.

Method of Delivery or Activity	Grades
Presentation by outside speaker specializing in the topic of Internet Safety	K, 1, 2, 6, 7, 8, 9
Teacher led Internet Safety lessons	3, 4, 5, 6, 7, 8
Inclusion of policies in student handbook with forms for parents and students to sign and return	K-12
Additional literature distributed to families on the subject of Internet Safety	7-12
MLTI Parent Nights	7-12
Internet Safety Parent Nights	K-12
Posters and other visuals in school (in classrooms and hallways)	3, 4, 5, 6, 7, 8

Section VI: Certifications:

By signing below, the superintendent is acknowledging the following:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the SAU's school committee
- The district is committing to work the plan (recognizing that plans do evolve over time)

MEDMS ID: 3152 Regional School Unit 1   email: pmanuel@rsu1.org

_____   Date: June 28th, 2016
Superintendent Signature

STUDENT COMPUTER AND INTERNET USE

Regional School Unit #1 computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Student use of school computers, networks and Internet services is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action.

Regional School Unit #1 computers remain under the control, custody, and supervision of the school unit at all times. Technology protection measures are in place and are used for all Internet access. It is RSU 1 policy to periodically monitor Internet usage by students, parents and staff. RSU 1 reserves the right to further investigate questionable behavior related to technology use. Students should have no expectation of privacy in their use of school computers and the use of personal computing devices on school networks.

Regional School Unit #1 utilizes filtering technology designed to block materials that are obscene, harmful to minors, or child pornography. **Regional School Unit #1** utilizes precautions to supervise student use of the Internet; however parents should be aware that **Regional School Unit #1** cannot reasonably prevent all instances of inappropriate computer use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

The district will educate minors about "appropriate online behavior", including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school website, and/or other means selected by the Superintendent.

The Superintendent is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented, consistent with Board policies and rules. The Superintendent may delegate specific responsibilities to the Technology Coordinator and others as deemed appropriate.

Legal Reference: 47 USC § 254(h)(5) (Children's Internet Protection Act)

Cross Reference: EGAD - Copyright Compliance
GCSA - Employee Computer and Internet Use
IJNDB-R - Student Computer and Internet Use Rules
IJND – Distance learning Program

Adopted: March 16, 2009
Revised: November 26, 2012

Regional School Unit 1

The Schools of Arrowsic – Bath – Phippsburg – West Bath – Woolwich

Patrick M. Manuel, Superintendent   *Judith A. Harvey, Assistant Superintendent*
Ruth E. Moore, Business Manager   *Sharon L. Brown, Director of Special Services*

"Education of a lifetime – for a lifetime"

Board of Directors Meeting
Monday, November 26, 2012
West Bath School – 6:00 PM
New Meadows Road
West Bath, ME 04530

1.0   Call to Order

2.0   Pledge of Allegiance

3.0   Recognition and Comments from Chair

4.0   Approve/Amend Minutes of October 22, 2012

5.0   Adjustments to Agenda

6.0   Public Session

7.0   Student Report

    7.1   MEST-Up Presentation

8.0   Staff Report

9.0   Committee Reports

    9.1   Woolwich Building Committee Report

    9.2   Facilities Committee Report

    9.3   Finance Committee Report

    9.4   Cost Sharing Committee Report

    9.5   Policy Committee Report

10.0   Superintendent's Report

    10.1   Good News

    10.2   Financial Report

11.0   Old Business

    11.1   Review of Board Goals

    11.2   Second Reading of Policy IJNDB – Student Computer and Internet Use - Action

    11.3   Second Reading Policy KFA – Public Conduct on School Property (Playgrounds) – Action

11.4   Second Reading of Policy JKAA and JKAA-R – Use of Physical Restraint and Seclusion – Action

12.0   New Business

12.1   Personnel Item – Report:

Retirement(s): George Schaab, Science teacher, MHS (effective August 31, 2013)

13.0   Athletic Field Usage – Discussion

14.0   Approve District Vision/Mission - Action

15.0   Approve out-of-state overnight field trip request from MHS Foreign Language Department – Action

16.0   First Reading of Policy IMBB – Exemption from Required Instruction – No Action

17.0   First Reading of Policy IHCDA – Post-Secondary Enrollment Options – No Action

18.0   First Reading of Policy GCOC – Evaluation of Administrative Staff – No Action

19.0   Public Comments

20.0   Set next meeting dates and locations

20.1   Next regular RSU 1 Board meeting; December 17, 2012 - Woolwich Central School

21.0   Adjourn

Upcoming Events:

Tuesday, November 27th – Cost Sharing Meeting, Superintendent's office – 6:00 – 8:00 pm
Thursday, November 29th – JMG Initiation Ceremony, Montgomery Theatre, MHS – 6:00 pm
Saturday, December 1 – West Bath Annual Christmas Fair – 9:00 am – 2:00 pm
Wednesday, December 5th – Financial Aid Night at MHS – 6:30 pm
Thursday, December 6th – Finance Committee, Superintendent's office – 8:00 am
Thursday, December 6th – Gr. 7/8 Winter Concert, BMS – 7:00 pm
Tuesday, December 11th – West Bath K-2 Winter Concert – 6:00 pm
Tuesday, December 11th – Bath Elementary PTA Meeting, Fisher-Mitchell School – 6:15 pm
Wednesday, December 12th – West Bath PTO Meeting – 6:00 pm
Thursday, December 13th – Policy Committee, Superintendent's office – 7:15 am
Thursday, December 13th – MHS Winter Concert, Montgomery Theatre – 7:00 pm
Monday, December 18th – West Bath Gr. 3-5 Winter Concert – 6:00 pm
Monday, December 18th – WCS Holiday Concert – 6:30 pm

MINUTES OF THE REGIONAL SCHOOL UNIT 1 MEETING HELD November 26, 2012 AT 6:00 PM AT THE WEST BATH SCHOOL. (NOTE: These minutes are not official until approved by the Board. Such action, either to approve or amend and approve, is anticipated at the **December 17, 2012** meeting).

Members Present:	Timothy Harkins, Chairperson; Julie Rice, Vice Chairperson; Bill Perkins, Alan Walton, David Barber; Monica Frempong and Kyle Hietala, Student Representatives; Patrick Manuel, Superintendent of Schools
Members Absent:	Chet Garrison, Robin Buczkowski
Others Present:	Steve Balboni, Larry Grard, Scott Walker, Emily Thompson, Richard Joyce, Laura, Joyce, Tom Soule, Charlie Bingham, Kyle Yacoben, Stephen August, Heidi Tucker

CALL TO ORDER

Chairperson Harkins called the meeting to order at 6:00 pm and the Pledge of Allegiance was recited.

RECOGNITION AND COMMENTS FROM CHAIR

Chairperson Harkins thanked West Bath School for hosting the meeting. The final round of board walks has been completed. Mr. Harkins thanked the administrators for taking the time to accommodate the Board's visit and the Board members for their participation. Board members that were unable to attend were encouraged to visit one of our schools before Christmas break.

Chairperson Harkins welcomed newly elected RSU 1 Board members, Kyle Yacoben and Stephen August, to the meeting. The new members will be sworn in before January's Board meeting. Mr. Harkins thanked outgoing Board members Julie Rice and Chet Garrison for their service and acknowledged that they will be missed for their insight and perspective they bring to the table.

Chairperson Harkins reminded the Board of the retreat scheduled for Thursday at Central Office from 2:00 – 6:00 pm. The topic of discussion will be areas within the district that we would like to see additional emphasis placed upon during the budget process.

Chairperson Harkins and Board member Walton recently attended a conference put on by Maine School Management. The conference gave Board members an opportunity to meet with other Board members throughout the state and hear discussions on a lot of different topics. Mr. Harkins encouraged other Board members, especially the new members, to attend next year to talk about Board business with other members around the state of Maine.

APPROVE/AMEND MINUTES OF OCTOBER 22, 2012

MOTION: Barber   **SECOND:** Rice   **VOTE:** Board (5-0)
                                                    Students (2-0)

TO: Approve the minutes of October 22, 2012 as written.

ADJUSTMENTS TO AGENDA

The agenda was adjusted to move Item 13.0 Discussion of Athletic Field Usage to 8.1 under Staff Reports.

PUBLIC SESSION

Woolwich resident Charlie Bingham addressed the Board regarding implementing a K-8 health teacher at the middle school level. Mr. Bingham has two children that attend Woolwich Central School and shared his concern regarding the absence of health and foreign language at their school. Mr. Bingham stated that he would like to get an idea from the Board at some point as to how these programs will be implemented into the curriculum as mandated by the state.

MEST-UP PRESENTATION

Superintendent Manuel introduced Morse High students Elizabeth Walfield and Connor Quigg who participated in the "MEST-Up" game show filmed in Portland over the summer. Connor and Elizabeth shared how they were introduced to the program and described the kinds of questions they had to answer. The questions were related to science, technology, engineering and math. They were able to see what goes on behind the scenes of a game show and found the whole experience fun and interesting. Twelve schools competed with two representatives from each school. Connor and Elizabeth did very well in the competition and made it to the semifinals.

ATHLETIC FIELD USAGE

Bath Parks and Recreation Department Director Steve Balboni and Morse Athletic Director Scott Walker gave a brief overview of the relationship between RSU 1 and Bath Parks and Recreation regarding the athletic fields. Mr. Balboni manages, operates and schedules all 66 acres of the outdoor facilities in Bath. RSU 1 has first priority when using any of the facilities. The Recreation Department deals directly with the athletic directors and hosts close to 3,000 school events held at their facilities per year. They have a maintenance staff that includes two full time employees that maintain the fields. The athletic director has an active role in determining whether or not to close the facility. The number one concern is always the safety of the kids and, secondly, to determine what we can get out of it for usage. We base this decision on the current conditions of the turf and the weather. This needs to be decided by noon for high school and 11:00 for the middle school. Questions such as "is the field playable" and "when weather changes will we have enough time to prepare the field" need to be answered before making the decision.

Mr. Walker described the communications between the Bath Recreation Department, their maintenance staff and the athletic directors. Mr. Walker reviewed the process that took place while deciding whether or not to cancel the soccer playoff games this fall. This was a difficult decision to make because there was an emotional part to it especially for the members of the senior class. The priority was the kids' safety and when McMann Field was found to be unplayable one of the playoff games took place on Tainter Field instead which ended up being a good experience. Board member Perkins spoke about playing on a turf field and how it could help us as his experience had shown.

Mr. Balboni explained the formula used to determine how much the district is charged for using the facilities. The cost for the next three years will be $112,000 per year. Mr. Balboni stated that it doesn't cost the city any less when an event is cancelled as the fields still need to be maintained.

RSU 1 is the higher user of McMann Field and even though the fields were closed in October they put a lot of effort in trying to making the fields playable.

Chairperson Harkins asked if other communities around us have the same types of challenges we deal with regarding their fields. Mr. Walker responded that most school districts in the area are responsible for their own fields and have their own maintenance staff and grounds crew. Mr. Walker felt that RSU 1 is "facility poor" due to the large number of student athletes who use the same fields which makes it very difficult to keep the fields in high quality condition.

Chairperson Harkins inquired as to whether there are any issues with Bath Middle School sports not having access to the field at all. Mr. Walker responded that the middle school has not been denied access to the fields.

Chairperson Harkins questioned whether there are other things we can be considering as an RSU to prevent this from happening in the future and if there is an investment the RSU can make. Mr. Walker stated that we have a strong relationship with Hyde School and have used their facility as an option. Hyde School, in turn, has used McMann Field and the tennis courts. Mr. Balboni reiterated that the RSU has use of all the facilities; however, there can be limitations due to the natural grass.

Mr. Walker stated that one thing they have done to prevent wearing down the fields is rotate the use of the fields for practices.

Student representative Hietala asked if it would be possible to use more fields as a backup when McMann is not available. Mr. Walker responded that with each sport the field used needs to have appropriate dimensions. We were fortunate to have Tainter Field as a backup for the soccer game but there are mandates in place for each sport and the playing field.

Vice Chairperson Rice asked about the current fundraising level for the Fields for the Future project. Mr. Balboni reported that the Fields for the Future group has raised $420,000 for the turf field. The price tag for the field is $562,000. The group continues to actively schedule events to help them reach that goal. It is important for the community to understand the value of the field. The field will be warranted for eight years and will give the athletes many more opportunities to play.

Mr. Walker encouraged the community to talk to people about the Fields for the Future and the value the turf field will have to all the students in RSU 1.

WOOLWICH BUILDING COMMITTEE REPORT

Superintendent Manuel highlighted some of the Board Report provided by Sabrina Doak. A lot of work was done last week related to the storm damage. The shop drawings were due today and once approved, the panels will be ordered. It will then take 6-8 weeks to arrive. Representatives from Ledgewood were there every day last week. Heating issues continued to be addressed such as uneven heat throughout the building. We are working closely with everyone involved to get this resolved as soon as possible. Chairperson Harkins asked for an update within the next week or two along with an action plan to get this problem resolved.

FACILITIES COMMITTEE REPORT

Board member Perkins volunteered the chair the Facilities Committee. The committee met for the first time this school year and reviewed the purpose of the committee. The district sent out a RFP over the summer to have an analysis study done. We received two responses and selected Harriman Associates to perform this task. A representative from Harriman will start as early as next week meeting with principals from our four elementary schools.

FINANCE COMMITTEE REPORT

Chairperson Harkins put a hold on this report until Board member Garrison arrives as he is serving as the committee chair.

COST SHARING COMMITTEE REPORT

Chairperson Harkins stated that the committee has met twice since our last Board meeting and will meet again tomorrow. Mr. Harkins is confident that this will be the last meeting and the Board will then receive their recommendation. After narrowing down the cost sharing options, the committee discussed one single option based on cost per student with each town receiving its full subsidy instead of being divided among the communities. This option meets the needs of the towns in terms of equity and fairness while taking into consideration student count and the town's ability to pay. When the committee first voted on this option the vote was 4-1 in favor of the option. The concern was not with the 88% of the budget but with the 12% additional local contribution and how it is divided. It was then suggested to all communities to go to their individual board/councilors and have them vote on this proposal. The vote came back 2-3 against the option we discussed. At that time Phippsburg had not taken a formal vote; however, Mr. Harkins received an email that the result of Phippsburg's vote was 3-0 in support of the per student cost share formula and a 3-0 vote in favor of implementing this cost sharing option for the upcoming budget cycle. The committee is concerned about whether or not we have enough time to reach out and educate the public before it goes to referendum for a vote. The committee will continue this discussion tomorrow night and it will be the Board's recommendation to disband the committee and come before the Board during the December meeting with a final recommendation. Vice Chairperson Rice stated that those towns who opposed going to the equal cost per student method for FY14 seemed to be due to the fact that they wanted to keep the law as described in LD910 for more than one year. The Board felt a workshop should be scheduled prior to the December meeting to discuss what the Board's next steps would be as we move forward.

POLICY COMMITTEE REPORT

Vice Chairperson Rice reported that Morse Athletic Director Scott Walker and athletic trainer Santana Wilson attended the meeting to discuss the concussion policy. The nurses have provided their input and the policy has now gone to the coaches for their review before coming back to the committee in December.

SUPERINTENDENT'S REPORT

Superintendent Manuel reported on the following:
- The November 6th professional development day was used to work on better understanding the common core and breaking down the standards.

- MOHIBA was very entertaining this year which included an impressive performance by the staff. Dr. Manuel thanked those who attended the shows over the weekend and everyone who participated.
- This month's Board reports highlighted a number of ways in which students are giving back to the community over the holiday season. Dr. Manuel thanked the staff and students for their efforts in helping families in need.
- Dr. Manuel shared some of the fall athletic highlights and congratulated all student athletes for their achievements.
- The finance report was reviewed for the period ending October 31, 2012. The report now included the encumbered salaries and showed no surprises on either expenditures or revenues. Dr. Manuel reported that there has been a change in the way the MaineCare SEED money is handled. These funds are used to pay a percentage of the tuition for any outside placement. In the past the school would bill the district for their services but now because of the issues with DHHS, the Department of Education has taken over the MaineCare SEED money and reduced the subsidy based on the number of students receiving services. Providence is one of the organizations RSU 1 works with and in the past we have received a bill from them for their services. The state has informed us that we will be receiving $180,000 less in subsidy based on Providence providing services to our students in order to make sure RSU 1 will pay its required share of MaineCare. Dr. Manuel is meeting with representatives from Providence this week and should have more information. The concern now is that state will be reducing our subsidy. The worst case scenario would be a loss of $400,000. This issue came up recently and we are being proactive in trying to determine if we have been paying MaineCare all along or if Providence is double billing.

  Chairperson Harkins asked whether the amounts that we are quite certain will be spent could be entered in the encumbered lines on the year to date budget reports, such as the tuition figures, or only the amounts we know will be spent. Mr. Harkins felt that entering these figures would help the Board to better understand where we stand each month.

REVIEW OF BOARD GOALS

Vice Chairperson Rice would like to see the district take advantage of school messenger to improve communication in the community. Superintendent Manuel responded that we need to be cautious on how we use it. Dr. Manuel received some emails from parents regarding a recent event notification who reported that they were interrupted at work as this announcement came through on their cell phone. The system can be used for a lot of purposes and not just for emergencies.

SECOND READING OF POLICY IJNDB – STUDENT COMPUTER AND INTERNET USE

Superintendent Manuel spoke with the district's Technology Director Dean Emmerson regarding the new paragraph that mentions a district plan to educate minors about "appropriate online behavior." Mr. Emmerson stated that this language is part of e-rate and needs to be included in the policy. The district does have a plan in each of their buildings; however, it is not a set curriculum. The Board decided to revise the paragraph to read "The district will educate minors about "appropriate online behavior", including……"

MOTION: Rice   **SECOND:** Perkins   **VOTE:** Board (5-0)
                                                                                                     Students (2-0)

TO: Approve the second reading of Policy IJNDB – Student Computer and Internet Use as written.

SECOND READING OF POLICY KFA – PUBLIC CONDUCT ON SCHOOL PROPERTY

MOTION: Barber   **SECOND:** Walton   **VOTE:** Board (5-0)
     Students (2-0)

TO: Approve the second reading of Policy KFA – Public Conduct on School Property as written.

SECOND READING OF POLICY JKAA – JKAA-R – USE OF PHYSICAL RESTRAINT AND SECLUSION

MOTION: Rice   **SECOND:** Perkins   **VOTE:** Board (5-0)
     Students (2-0)

TO: Approve the second reading of Policy JKAA and JKAA-R - Use of Physical Restraint and Seclusion as written.

PERSONNEL ITEM – REPORT

Superintendent Manuel reported that he accepted the resignation of George Schaab, Science teacher at Morse with regret effective August 31, 2013. Mr. Schaab has taught for 34 years in the district. The Superintendent and Board thanked Mr. Schaab for his service.

APPROVE DISTRICT MISSION AND GOALS

Superintendent Manuel reported that he received feedback from staff and administrators and that this provides us with what we need to continue to move in the right direction. Goal #1 will be discussed during the administrators' meeting on Tuesday. The document incorporates the Superintendent's goals as well as the Board goals.

MOTION: Perkins   **SECOND:** Walton   **VOTE:** Board (5-0)
     Students (2-0)

TO: Approve the District Mission and Goals as written.

APPROVE OUT-OF-STATE OVERNIGHT FIELD TRIP REQUEST

MOTION: Perkins   **SECOND:** Rice   **VOTE:** Board (5-0)
     Students (2-0)

TO: Approve the out-of-state overnight field trip request from the MHS Foreign Language Department to visit Montreal, Canada.

FIRST READING OF POLICY IMBB – EXEMPTION FROM REQUIRED INSTRUCTION

Superintendent Manuel reported that Policy IMBB is a required policy that we did not have in the district. Chairperson Harkins asked the Superintendent to get clarification from Maine School Management on the meaning of the first sentence in the last paragraph.

FIRST READING OF POLICY IHCDA – POST-SECONDARY ENROLLMENT OPTIONS

Superintendent Manuel spoke with Charlotte Bates at Maine School Management to determine if the district would need both Policy IHCDA and Policy IMBA (Outside Credit Policy) since they both address the same topic. Ms. Bates stated that they are separate policies and provided the Superintendent with suggestions on how to clean up the language in Policy IMBA. The paragraph entitled Eligible Institutions was revised to read "……post-secondary institutions within Maine, which include but are not limited to the University of Maine System….."

FIRST READING OF POLICY GCOC – EVALUATION OF ADMINISTRATIVE STAFF

Chairperson Harkins asked that the policy include language that requires regular updates to the Board as far as the effectiveness of the evaluation tool used.

PUBLIC COMMENTS

None

NEXT MEETING DATES AND LOCATIONS

The next regular Board meeting will be held on Monday, December 17, 2012 at 6:00 in the Woolwich Central School.

ADJOURN

MOTION: Barber   **SECOND:** Rice   **VOTE:** Board (5-0)
                                                                          Students (2-0)

TO: Adjourn at 7:49 pm.

Respectfully submitted,

Patrick M. Manuel, Ed.D.
Secretary